**Chuck Close Inspired Portrait Art**

**Big Ideas:**

Structure in the Arts – Visual Arts

**Organizers:**

Students will learn about the art of Chuck Close and create a portrait of themselves in his style. They will understand that artists use elements of art and principles of design when creating artworks. Students will specifically be learning how to use proportion, pattern, and repetition while creating a work of art.

**Targeted Standards:**

**Program of Studies:**

**Understandings: AH-8-SA-U-2** Students will understand that the principles of design and the elements of visual art are intentionally applied in creating works of art.

**Core Content:**

AH-08-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.

AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design. DOK 3

Elements of art: Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)

Principles of design: Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement

**Essential Questions & Procedures:**

How do artists apply elements & principles when creating artworks?

Session #1: Learn about the artwork of Chuck Close, et al.

Session #2: Instruction, guided practice. Begin grid sketch for final artwork.

Session #3 – 4: Art production

Session #5: Review

Session #6: Assessment

Session #7: Review assessment & Reteach as necessary

**Vocabulary:**

Chuck Close Elizabeth Murray

Claes Oldenburg architect

Portrait non-objective/abstract

Proportion pattern

repetition

**Culminating Performance:**

**Session One: Reading for understanding**

Introduce the topic of today’s lesson to the students. View a power point with Chuck Close’s work, as well as student examples.

Reading for Understanding exercise:

1. Elizabeth Murray’s paintings are all abstract. (T)
2. Chuck Close paints mostly portraits. (T)
3. Claes Oldenburg’s sculptures are all nonobjective. (F)
4. Some architects are combining buildings with sculptures. (T)

For each statement, write true or false. Then, after your reading, write a statement that supports or refutes your answer.

Read the handout and complete the check for understanding questions.

**Session Two: Art Production**

Pass out digital images of students (these were taken in an earlier class session) Explain the procedure to the students. They will be creating a grid on top of their portrait, and a grid on their white paper. Students will have guided practice.

* Number and letter the grid on your photo and your paper so everything is aligned. (Make sure you have the same number of boxes in both grids!)
* Keep pencil lines light when drawing your portrait. Use TWO or THREE colors in the designs or **patterns** in each box.

**Session Three & Four: Art Production**

Today, students will begin using color in their portrait, using crayon.

* Use similar colors in the different areas of your portrait. (Repeat colors throughout the background, hair, skin, etc. The **repetition** will help with the optical/visual blending.)
* Work on one square at a time, making sure it is colored in neatly and completely. (Use good **craftsmanship**!)
* Trim off extra boxes when you are finished!

**Session Five: Review**

Review vocabulary with students. This will be a Jeopardy style review.

**Session Six: Assessment**

Students will complete an ORQ as well as a multiple choice assessment that covers the material from this lesson.

**Session Seven: Review Assessment & Reteach as necessary**

**Critical Resources:**

http://www.waunakee.k12.wi.us/TeachWeb/wagners/close.html

**Instructional /Assessment Activities:**

Rubric for art project:

|  |  |
| --- | --- |
| **3** | Project is incomplete. |
| **6** | Project is complete but student did not create patterns and/or the portrait is difficult to discern |
| **9** | Project is complete and neat. Student created patterns successfully and viewer can discern that artwork is a portrait. |
| **12** | Project is complete and neat. Student created patterns successfully and viewer can discern that artwork is a portrait. Color scheme is well thought out. |